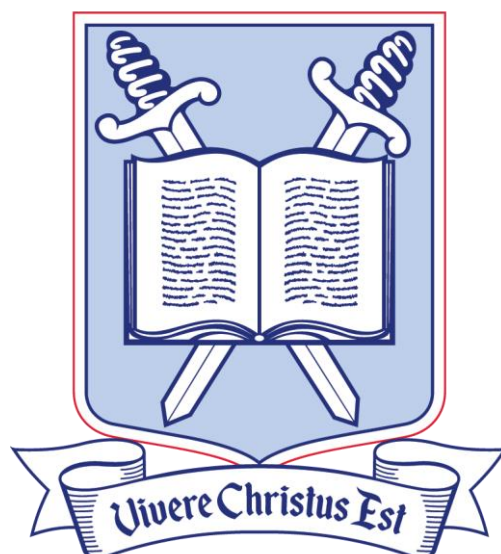


St Paul's

Catholic College



Booragul

Year 12 HSC

Assessment Handbook and Schedules

2019-2020

NB Assessment Calendar Dates are subject to change. Students should always check with their subject teacher in relation to dates/rescheduling of tasks.



Dear Year 12 Students, Parents & Guardians,

Welcome to the 2020 Higher School Certificate (HSC) Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their full potential as members of this community. I encourage all students to be active participants in the many facets of school life.

This HSC Assessment Handbook is designed to assist you in managing the requirements of the HSC assessment process. The NSW Educational Standards Authority (NESA) has a number of rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to Appeals, Absence, Illness and Misadventure.

Further to this, the Handbook contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who leave St Paul's with purpose and commitment. Our HSC Program has been established with great strength and confidence, which can only provide great reassurance for all commencing this exciting year.

With my very best wishes.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "G Selmes".

Mr Graeme Selmes
Principal

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Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 Course. Year 11 Courses at this School are conducted from the beginning of Year 11 until the end of Term 3 in Year 11, or into the early weeks of Term 4. Year 12 HSC courses commence in the initial weeks of Term 4.

Both Year 11 and Year 12 courses have a **continuous** assessment program, using a range of tasks.

The information below outlines St Paul's response to some frequently asked questions regarding Stage 6 assessment.

What is a School Assessment?

A School Assessment is a mark calculated by the school, comparing a student's performance on School Assessment Tasks with that of all other students in the school doing the same course, in relation to a set of course outcomes. Separate assessment programs operate throughout the Year 11 and Year 12 Courses.

Why have Assessment Tasks?

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

Why is Assessment important?

There are several reasons:

- a. **Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed.** Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. **All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA).** The student's moderated Assessment Mark in each NESA Developed course will be reported on their **Higher School Certificate**.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's **Assessment Mark in that course becomes extremely important in determining their final mark in that course.**
- d. The marks used in calculating a student's ATAR (Australian Tertiary Admissions Rank) are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the **moderated Assessment Marks make up 50% of the marks used as the starting point in calculating** a student's ATAR. Clearly, it makes good sense for a student to aim for their **personal best in every assessment task.**

For further information regarding assessment, please see:

<http://syllabus.nesa.nsw.edu.au/assets/global/files/years-11-12-assessment-advice.pdf>

Satisfactory Completion of a Course

The following course completion criteria refer to both Year 11 and Year 12 Courses.

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a. **Followed** the course developed or endorsed by NESAs; and
- b. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **Achieved** some or all of the course outcomes.

While NESAs do not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absences to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

In addition to the above, a student studying for the HSC at St Paul's Catholic College must:

- Satisfactorily complete courses totalling at least 12 Units of Year 11 Courses and 10 Units of HSC Courses which satisfy NESAs' pattern of study requirements;
- Make a genuine effort to complete course requirements;
- Make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of** 50% of the available marks;
- Make, in competency based courses, a genuine attempt to complete the course;
- In subjects that have a requisite examination, sit for and make a genuine attempt at the examination.
- Meet the Diocesan requirement of studying either Studies in Catholic Thought or Studies of Religion

How will my Assessment Mark be determined?

NESAs has provided guidelines for every HSC Course and these have been distributed to every school in NSW. Teachers at St Paul's have used these guidelines to draw up an Assessment Program for each course offered. Every school will follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What information do I have to know?

Each school has the responsibility to tell the student the following information:

- **how many tasks will be assessed**
- **what outcomes of the course will be assessed**
- **how they will be assessed**
- **the relative components and weightings**
- **when they are going to be assessed**

This information will be passed on to students via a Subject Assessment Schedule which will be emailed to each student along with the Assessment Calendar. In general, students can expect at least two weeks' notice of the due date for formal assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment and a change to Assessment Notification will be issued.

How do I know how I am progressing in my Assessment?

The School will notify students of how they are progressing in their assessment tasks.

- After each task students will receive their mark, rank and accumulated rank.
- Each school report in the HSC year will indicate a student's Assessment Cumulative Rank (ACR) in each course, i.e. their overall position in that course up to that time. This means that the ranks indicated on the final school report for the HSC year are the ones a student will receive officially from NESAs at the end of the HSC examinations.

How many Assessment Tasks will be used to assess student achievement?

This is a decision made by individual faculties within the school, however, NESAs caps the **maximum number of formal assessment tasks to four in Year 12**. There is also permitted **only one formal written examination task that mimics the HSC examination per course**, with a maximum weighting of 30% for the Year 12 course.

What if I am absent from an Assessment Task?

If a student is absent from a task **it is essential that they:**

- Inform the relevant Leader of Pedagogy by contacting the School Office on the day of the absences as early as possible either by email to admin@brgl.catholic.edu.au or phone 4958 6711.
- Present **clear evidence** to the Leader of Pedagogy that the **absence was legitimate on the first day they return to school**– in the case of sickness a **Doctor's Certificate is MANDATORY** (A Pharmacist's Certificate will **not** suffice). If the Leader of Pedagogy is unavailable a student should report to see the Year 12 Student Coordinator or Leader of Pedagogy.
- **Collect an Absence, Illness and Misadventure Form from Student Services** (or download from the College Website) and **submit it to the Leader of Pedagogy the next day** so that a decision can be made regarding the course of action to be followed.

NOTE: Notifications for submission-style tasks indicate the **final date by which the work must be received by the teacher**. Absence on this final date is **NOT** a valid reason for late submission even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

Please Note: The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- i. The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Pedagogy;

or

- ii. The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal – Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during a Formal Examination period **ALL** of the rules and procedures above still apply.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing/email prior to the proposed absence as per Diocesan Policy. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Pedagogy to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

Remember... it is the student's responsibility to contact the school, provide evidence and find out the course of action to be taken.

What if I think my performance in a task could have been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt the task. They should advise the examination supervisor of the Absence, Illness or Misadventure prior to the examination and then complete and submit the appropriate form. While the task will be marked as normal, the Absence, Illness or Misadventure will then be considered before final results are provided.

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Pedagogy who will then decide on the appropriate course of action and notify the student of the procedure to follow.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.

What if I hand in a Task late?

A short extension of time may be granted for valid reasons, if applied for using the **Absence, Illness and Misadventure Form** and submitting this to the Leader of Pedagogy **at least three (3) working days** before the due date. If the reasons are not valid, the request will be denied and punctual submission will be requested to avoid a penalty. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

If a student fails to complete a task on time they must:

- a) Inform their teacher or Leader of Pedagogy.
- b) Present evidence that they have valid reasons for the non-completion.
- c) Submit the work that has been done up to the due date.

Students who fail to submit a task on time, will be penalised according to the following scale:

Task Submitted	Penalty
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

The Distribution and Handing in of Tasks

- When the assessment policy and individual tasks are distributed, a student will sign a class list to indicate they have received the task.
- When **a task is submitted** this must be done either at the **Student Services Office** using the **Submissions Box** (if specified by the teacher) or **handed in**, which will normally be done in the scheduled class, where a student will also sign their task in.
- Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Pedagogy in these cases.
- If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Services Office using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. (Without this, there is no validity in the submission).

Do I have to complete the Assessment Tasks?

Yes. It is important to note that the school policy is that tasks **must** be submitted regardless of penalties to fulfil NESAs expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESAs highlights that failure to meet the course criteria in Year 11 Courses may put progression into Year 12 Courses in jeopardy.

For students in Year 12 Courses who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESAs specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Examination Mark nor the Assessment Mark will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.

If it appears that a student is at risk of not satisfying NESAs requirements in a particular course, the Principal will issue the student and parents/carers an Official Warning in time for the problem to be corrected.

Note that in all cases of assessment tasks being late, being incomplete or being missed the responsibility

What if I am responsible for Malpractice in completing Assessment Tasks?

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see **Student Guide to the HSC**).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

In addition to this penalty, all incidents of malpractice will be registered with NESAs. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

What if I have long-term illness or problems at home?

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course.(e.g. long term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the NESAs ACE MANUAL will apply during the performance of assessment tasks, especially where these take the form of a written examination.

What if I am an Independent Student?

An Independent student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students are totally responsible for ensuring that they comply with all aspects of the School Assessment Policy. For example, in cases of missing an Assessment task due to illness such students are responsible for obtaining and supplying the school with a medical certificate.

What if I disagree with the Teacher's Assessment?

The answer to this depends on whether a student agrees with the marks awarded or with the position in the course.

- a. If a student is concerned about the mark, the first port of call **MUST** be the subject teacher as the assessment is returned. If the student is still not satisfied they will need to pursue the matter with the relevant Leader of Pedagogy. The final decision will be made by the Assessment Committee and the mark awarded can **not** be appealed against.
- b. At the end of their last HSC Examination a student may log on to <https://studentonline.nesa.nsw.edu.au> in order to access their assessment position in each course in relation to other students who took the same course in the school. If this rank or position is significantly different from what is expected (i.e. the ACR indicated on the Final School Report) a student can request the Principal review the assessment. The Principal will establish a panel to ensure that the weightings used by the School were the same as stated by NESAs, that the School followed the Assessment Policy it established for the course and that there were no errors in the calculation or recording of marks.

The student (and also NESAs) will be informed as to the findings of the review. If it finds no error, no further action will be taken. If an error is found it will be corrected. If the student is not satisfied with the

outcome of the review they may appeal through the school to NESAs which will check to ensure that the school review was carried out correctly.

Will I be told my Final Assessment Mark?

The mark the school forwards to NESAs in each course remains confidential. This is because the **Assessment Mark will be moderated and it may change.** (Moderation is a process by which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination). The student will have a final aligned Assessment Mark reported on their HSC. Even if the School's Assessment Mark does change either up or down after moderation, the student's rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The School may give a student their marks on individual assessment tasks, but be aware that the simple addition of these marks will not give the overall Assessment Mark - various weightings have to be applied.

School Based Review of Senior

Details of review procedures are the responsibility of individual schools. NESAs recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course, may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the **weightings** specified by the school in its assessment program conform to NESAs requirements as detailed in the syllabus packages;
- b. the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- c. there are no **computational or other clerical errors** in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must return to NESAs an Assessment Review Schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven days of receiving an assessment outcome, his/her appeal. This appeal will be forwarded to the relevant Leader of Pedagogy.

An appeals panel that comprises the Principal and/or Assistant Principal – Teaching & Learning, shall consider the grounds for appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal (see <https://ace.nesa.nsw.edu.au/ace-11014>).

Appeals to NESA: Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

A Student's evidence on appeal. Relevant evidence might include information about:

- a. the school's stated assessment program;
- b. the assessment program as actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

VET COURSES AND ASSESSMENT

All VET courses are 2 units / 240 hours. VET courses are **competency based**. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

As in all other HSC subjects VET students will receive '**N Awards**' for failure to:

- a. Follow the course developed or endorsed by NESAs; and
- b. Apply themselves with diligence and sustained effort to the set tasks; and
- c. Achieve some or all of the course outcomes.

AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide students with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a '*Certificate*' a student must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a '*Statement of Attainment*' is issued for successful competencies. At a later date (within currency of the qualification), a student can undertake further training and be assessed against additional competencies until they have achieved all the competencies required for the full qualification.

VET Reporting

There is no pass or fail system with a VET Course, students will be deemed COMPETENT or NOT YET COMPETENT for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

AQF (Australian Qualifications Framework)

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both Year 11 and Year 12 will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II

A Statement of Attainment will be issued if only some units of competency are achieved. These will be awarded at the end of the HSC year.

VET Schedule Higher School Certificate (HSC) Record of Achievement

Courses will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) 'Certificate' and/or 'Statement of Attainment', which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

Examinations

Students may be given examinations at end of Year 11 and Year 12 HSC Trial, in preparation for the HSC. These exams are compulsory.

HSC Examinations

The HSC examination is **optional**. The examination is independent of the competency-based assessment undertaken during the course. Students wishing to use achievements in their VET course for calculation towards an **ATAR** can choose to undertake the written exam and will nominate this option during the HSC year. A trial HSC exam will be undertaken by **ALL** students. All core units of competency covered in Preliminary and HSC year will be assessed in the HSC exam. The marks achieved by a student in the exam are used as the sole basis for determining the student's ATAR.

NESA requires the school to send in an **estimated mark**, which at St Paul's will be based on the Trial HSC Examination.

'Competency'

For a student to be assessed as 'Competent' in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being 'Not yet competent' in a particular UNIT, they will be required to **repeat** assessment tasks in the same format or in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

Work Placement

Part of the formal assessment for Vet courses is **compulsory Work Placement**, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the **responsibility lies with the student** to ensure all other assessment tasks due in other courses are completed, preferably before work placement. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

RPL (Recognition of Prior Learning)

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must either:

- 1 Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or
- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Co-ordinator for a '**Student RPL Application Form**'. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit credit towards the HSC.

Competencies involving OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&S General Induction Course.

TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student's responsibility to be aware of specific requirements for their courses.



Absence, Illness and Misadventure Form

Years 11 and 12

Student Name: _____ School Year: _____

Subject: _____ Date of Task: _____

Assessment Task: _____ Weight: _____

In Class task Formal Examination Submission Practical task

Parent/Guardian's signature

Student's signature

Date _____

Date _____

Complete either Section A or Section B

Section A: If you did not submit or missed this assessment task.

Reason for missing the assessment task. (please ✓)

Illness Misadventure Bereavement Approved leave Other

Please give details: _____

Action taken by student: (please ✓)

The school was notified of this absence on: _____ Date _____
 A note or email from parent/guardian is attached.
 A medical certificate is attached

OR

Section B: Application for Extension / Notification for future absences / Exceptional Circumstances.

Please give details of reason for application: _____

A letter from parent/guardian is attached Date _____

Panel's Decision

- Application upheld – Student to attempt task.
- Application Upheld – Student to attempt substitute task.
- Application upheld - Extension of time granted; new due date _____.
- Application upheld – Student to be awarded the higher result of their original attempt or the estimate of the Leader of Pedagogy
- Application declined

Panel Representative

Signature

Date _____

Outcome recorded on Compass.

Staff use only

Teacher's Recommendations.

Teacher's signature

Date

Leader of Pedagogy's Recommendations.

Leader of Pedagogy's signature

Date _____

Official Warning: Non-Completion of a HSC Course

Dear _____
(Parent/Guardian)

Date _____

I am writing to advise that your son/daughter _____
(name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course

(course)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____
(e.g. 1st, 4th) **official warning** we have issued concerning

(course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the Course
(student name) indicate a), b) or c)
Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

(student name)
to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action Required by Student	Date to be completed by (if applicable)

*** Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school; and
- d) achieved some or all of the outcomes.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

(student name)

Yours sincerely

Class Teacher/Leader of Pedagogy

Principal

Please detach this section and return it to the school

Requirements for the satisfactory completion of a Higher School Certificate Course

- ❖ I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ *(course name)*.
- ❖ I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature _____

Date _____

Student's signature: _____

Date _____

College Organisation

Principal	Mr Graeme Selmes
Assistant Principal — Teaching and Learning	Mrs Cathy O’Gorman
Assistant Principal — Community and Wellbeing	Mrs Anne-Maree Shipman
Ministry Coordinator	Mrs Renee Pola-Kuras
Administration Coordinator	Mrs Anna Hennessy
Student Coordinators	Mrs Tracey Evans Mr Sam Heagney Mrs Elisa Milajew Ms Kerrie Guest Mrs Cayte Pryor Mrs Blair Brownlee Mrs Libby Lucas
Leaders of Pedagogy	
Religious Studies	Ms Nicole Deed/ Miss Melissa Chapman
English	Mr Phil Ratcliffe
Mathematics	Mrs Adrienne Haynes/ Mrs Belinda Richardson
Science	Mrs Michelle Lund
Human Society and Its Environment	Ms Belinda Flood
Technological and Applied Studies	Mrs Alice Grant
Personal Development, Health and Physical Education	Mr Paul Burke
Learning Technology Coordinator	Mr Mark Newell
Creative Arts and Languages	Miss Sarah Adams
Careers/Vocational Education	Mr Craig McLoughlin
Teacher Librarian	Mrs Kerri Beezley
Learning Support Coordinator	Mrs Anne-Marie Melocco
Sports Coordinator	Mr Brad Melville
Principal's Secretary/Office Administrator	Mrs Maree Lawrie
Finance Officer	Mrs Betty Harris
School Counsellor (Monday, Tuesday, Wednesday) (Monday, Thursday)	Mrs Rhonda Mitchell Mrs Valerie Huens
Pastoral Care Worker (Wednesday, Friday)	Mrs Alex Kenny
Aboriginal Liaison Officer	Miss Astro Stewart
Technology Support Officers	Mr Graham Hancock/ Mr Geoff Harborne
Canteen Supervisor	Mrs Carolyn Stanton

How to Write a Bibliography

Why do we need to reference?

Referencing acknowledges the original source of thoughts, ideas and work of others, and guides the reader to the original source. Whenever we use information from somebody else, either by quoting them directly or putting the information into our own words (paraphrasing), we must acknowledge them. This is called referencing.

When we reference, we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

Referencing has two key elements:

- An **in-text reference** that indicates to the reader that a concept, phrase or idea is attributable to someone else, and
- a complete **reference list** giving the full citation details for all sources referred to.

Where do we reference?

Referencing the information source in the body of our writing is called in-text referencing. This lets the reader know where each reference is used.

We must also create a reference list, a list of all the sources we have used, at the end of our work. This tells the reader exactly where we have found all our information.

In-Text References

We must include a reference within the text of our work if we are directly quoting someone else's work or if we paraphrase it.

- In-text references appear in the following format: (Author's last name, Year of Publication).
Example: (Nicholson, 2018)
- We can also include the author's name in a sentence, omitting it from the brackets.
Example: Nicholson (2018) explained that...
- When directly quoting from a source, we must include page numbers and enclose the quote in double quotation marks.
Example: "Weight stigma is a form of social prejudice toward people of higher body weight, one that elicits deep personal shame and can prevent people from engaging in healthier behaviours" (Nicholson, 2018, p. 15).

Reference List

- Our reference list is located at the end of our assignment and is titled References.
- The reference list only includes items that have been referenced in our work.
- References should be listed alphabetically A-Z by the last name of the author.
- List works with no author under the first significant word of the title

Type of Source	In-Text Reference	Reference List
BOOK		
One author	(Last name, Year) The conclusion reached in the study (Pascoe, 2014) ... Or Pascoe (2014) concluded that...	Last name, Initial of first name. (Year). <i>Title of work</i> . Place published. Publisher. Pascoe, B. (2014). <i>Dark Emu</i> . Broome, Magabala Books.
Two authors	(Last name & Last name, Year) (Somerville & Perkins, 2010)	Last name, Initial of first name., & Last name, Initial of first name. (Year). <i>Title of work</i> . Place published. Publisher. Somerville, M. & Perkins, T. (2010). <i>Singing the coast: place and identity in Australia</i> . Canberra. Aboriginal Studies Press.
Three or more authors	For the first in-text reference list all the authors (Ruskin, Proctor & Reeves, 2018) For subsequent in-text references list the first author and then use et al. (Ruskin, et al, 2018)	Ruskin, R., Proctor, K., & Reeves, D. (2018). <i>Outcomes 2: personal development, health and physical education</i> . Milton. Wiley Press.
ARTICLES		
One author	(Last name, Year) (Biddis, 2014)	Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> . Biddis, M. (2014). Jane Austen and the cultural history of health. <i>Journal of Medical Biography</i> . 22(3), 115-132.
Two authors	(Last name & Last name, year) (Haider & Shakib, 2017))	Last name, Initial of first name., Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> . Haider, T., & Shakib, S. (2017). A study on the influence of advertisement on consumer buying behaviour. <i>Business Studies Journal</i> , 9(1), 5-13.
Three or more authors	(Last name et al., year) (Mickalowski et al., 2008)	Last name, Initial of first name., Last name, Initial of first name., Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> . Mickalowski, K., Mickelson, M., Keltgen, J. (2008). Apple's iPhone launch: A case study in effective marketing. <i>The Business Review</i> , 9(2), 283-288.

WEB RESOURCES		
With Author	(Last name, Year) (Beard, 2006) (Department of Health, 2015)	When direct quoting from websites use paragraph number, instead of page number. Last name, Initial of first name. (Year). <i>Title of Work</i> . Retrieved from www.webaddress.edu Beard, M. (2006). <i>The fall of the Roman Republic</i> . Retrieved from http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtm Department of Health. (2015). <i>Australian national diabetes strategy:2016-2020</i> . Retrieved from http://www.health.gov.au/publishing.nsf/content/AustralianNationalDiabetesStrategy2016-2020.pdf
Without Author	("First few words of title", Year)	The title moves to the first position of the reference entry. <i>Title of page</i> . (Year). Retrieved from www.webaddress.edu.au
FILM/ TELEVISION/ DOCUMENTARY		
	(Last name, Year) (Johnson, 2000)	Director's last name, Initial of first name. (Year). <i>Title</i> . Production company. Johnson, D. (2000). <i>Stolen Generations</i> . Jotz Productions.
NEWSPAPERS		
Newspaper - Print	(Last name, Year, date) (Tillett, 2018, May 9)	Last name, Initial of first name. (Year, date). Title of newspaper article. Title of newspaper, page number. Tillett, A. (2018, May 9). Australians encouraged to age at home. <i>The Australian Financial Review</i> , p. 5.
Newspaper - Website	(Last name, Year, date) (Spring & Earl, 2018, May 22)	Last name, Initial of first name. (Year, date). Title of newspaper article. <i>Title of newspaper</i> . Retrieved from web address. Spring, A. & Earl, C. (2018, May 22). Just not blond: How the diversity push is failing Australian fashion. <i>The Guardian: Australia Edition</i> . Retrieved from https://www.theguardian.com/au
Newspaper, no author	(Title, Year, date) (Economics nudging, 2017, December 6)	The title moves to the first position of the reference entry. Economics nudging people away from war. (2017, December 16). <i>The Age</i> , p. 33.

MAPS/ IMAGES

	<p>You must: Label the image E.g. - Fig 1</p> <p>Give a descriptive title E.g. - Timeline of the achievements of women in science</p> <p>Identify where it came from E.g. - (Last name, Year)</p> <p>E.g. – Figure 1. <i>Timeline of the achievements of women in science.</i> (Ignotofsky, 2016)</p>	<p>Last name, Initial of first name. (Year). <i>Title of work.</i> See instructions for relevant source.</p> <p>Ignotofsky, R. (2016). <i>Women in Science – 50 Fearless Pioneers who Changed the World.</i> New York. Ten Speed Press.</p> <p>Must be numbered consecutively in the order that they appear within the text. Figure 1, Figure 2.</p>
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If there is no date given for a source, you use the abbreviation (n.d.), which stands for no date.

HSC Ancient History 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research/Source/ Presentation Historical Period – The Greek World 500-440 BCE	Historical Analysis Personalities and their time - Pericles	Trial HSC Examination	Essay Cities of Vesuvius – Pompeii and Herculaneum	
	Term 4 (2019) Week 8	Term 1 Week 8	Term 2 Week 9/10	Term 3 Week 6	
	Outcomes Assessed AH12-5 AH12-6 AH12-7 AH12-10	Outcomes Assessed AH12-3 AH12-6 AH12-7 AH12-8 AH12-9	Outcomes Assessed AH12-2 AH12-4 AH12-6 AH12-7 AH12-8 AH12-9	Outcomes Assessed AH12-1 AH12-3 AH12-5 AH12-6 AH12-9	
Knowledge and understanding of Course Content	5	10	15	10	40
Historical skills in the analysis and evaluation of sources and interpretations	5		10	5	20
Historical inquiry and research	5	10		5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	30	25	100

HSC Biology 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research and Report Reproduction continuity of a species	Depth Study Design, conduct and report on a practical investigation	Trial HSC Examination	Secondary Source Analysis	
	Term 4 (2019) Week 8 (Tues/Wed)	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 12-12	Outcomes Assessed BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 12-12	Outcomes Assessed BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13 BIO 12-14	Outcomes Assessed BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 12-14	
Skills in working scientifically	10	25	10	15	60
Knowledge and understanding of course content	10	5	20	5	40
Total %	30	20	30	20	100

HSC Business Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Report Style Research Task	Stimulus Based Research Task	Trial HSC Examination	In Class Task	
	Term 4 (2019) Week 8	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 6	
	Outcomes Assessed H1, H2, H3, H4, H5, H7	Outcomes Assessed H2, H3, H4, H6, H7, H8, H9	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	10	15	10	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5		10	5	20
Total %	25	25	30	20	100

HSC Catholic Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Source Based Analysis	Oral	Research	Examination	
	Term 4 (2019) Week 7	Term 1 Week 9	Term 2 Week 5	Term 3 CSO Examination	
	Outcomes Assessed JM 6.3 JM 6.1	Outcomes Assessed JM 6.4 JM 6.5 HB 6.2	Outcomes Assessed HB 6.2 JM 6.4 JM 6.5	Outcomes Assessed HB 6.2 JM 6.5	
Peace and Justice	20			10	30
Contemporary Moral Issues		20		10	30
Religion and Science			30	10	40
Total %	20	20	30	30	100

HSC Chemistry 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Depth Study Equilibrium Module 5	Titration Practical Modules 6	Trial HSC Examination Modules 5, 6, 7 & 8	Analysis of Organic and Inorganic Substances Skills Test Modules 8	
	Term 4 (2019) Week 8	Term 1 Week 8	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-7 CH12-12	Outcomes Assessed CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	Outcomes Assessed CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	Outcomes Assessed CH11/12-4 CH11/12-5 CH11/12-6 CH12-15	
Skills in working scientifically	15	20	10	15	60
Knowledge and understanding of course content	10	5	20	5	40
Total %	25	25	30	20	100

HSC Community and Family Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	IRP – Independent Research Project	Groups in context Report	Trial HSC Examination	Individuals and work Extended Response	
	Term 1 Week 2	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H4.1 H4.2	Outcomes Assessed H1.1 H2.2 H3.1 H5.1	Outcomes Assessed All	Outcomes Assessed H2.1 H2.2 H2.3 H3.2 H3.3 H3.4 H5.2 H6.1 H6.2	
Knowledge and understanding of course content	5	10	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total %	20	25	30	25	100

HSC Construction - VET 2020

	Modules	Assessment
Term 4 (2018)	CPCCCA2002B – Use carpentry tools and equipment	Project – Saw Horse Observation – Use of carpentry tools and equipment Work Booklet – Carpentry tools and equipment
	CPCCCM1015A – Carry out measurements and calculations	Project – Saw Horse Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
Term 1	CPCCCM1012A – Work effectively and sustainably in the construction industry	Work Booklet – Work effectively and sustainably in the construction industry Observation – Group Work
	CPCCCM1015A – Carry out measurements and calculations	Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
Term 2	CPCCCM2004A – Construction material CPCCCO2013A – Carry out concreting to simple forms Use concreting Tools	Observation – Participation in a concrete pour Project – Concrete Slab Work Booklet – Concreting Simple Forms
Term 3	CPCCBL2001A – Handle and prepare bricklaying and blocklaying materials	Observation – Selection and handling of materials Questioning – Bricklaying and Blocklaying materials Project – Wall Construction
	CPCCBL2002A – Use bricklaying and blocklaying tools and equipment	Observation – Selection and correct use of equipment/Brick Saw Work Booklet – Bricklaying and Blocklaying tools and equipment Project – Wall Construction

HSC Drama 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Australian Drama Director's Concept and Workshop Performance	Individual Project: Process Submission/Presentation of work under development inc Log Book	Trial HSC Examination & Group Performance Presentation of Group Performance under development	Drama Presentation Evening Group Performance and Individual Project Submission inc Rationale & Log	
	Term 4 (2019) Week 9	Term 1 Week 5	Term 2 Week 9/10 Written & Practical	Term 3 Week 4	
	Outcomes Assessed H1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 3.1, 3.2, 3.3	Outcomes Assessed H1.3, 1.5, 2.2, 2.3, 3.2, 3.3	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.1, 3.2, 3.3	Outcomes Assessed H1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	
Making	5	10	5	20	40
Performing	5		5	20	30
Critically Studying	10	5	15		30
Total %	20	15	25	40	100

HSC Earth and Environmental Science 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Data Analysis Evidence for environmental change	Depth Study Presentation In class	Trial HSC Examination	Resource Case Study	
	Term 4 (2019) Week 8	Term 1 Week 10	Term 2 Week 9/10	Term 3 Week 4	
	Outcomes Assessed EES 11/12-4 EES 11/12-5 EES 11/12-7 EES 12-12	Outcomes Assessed EES 11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-6 EES 11/12-7 EES 12-13	Outcomes Assessed EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 12-12 EES 12-13 EES 12-14	Outcomes Assessed EES 11/12-1 EES 11/12-2 EES 11/12-5 EES 11/12-7 EES 12-15	
Skills in working scientifically	15	20	10	15	60
Knowledge and understanding of course content	5	10	20	5	40
Total %	20	30	30	20	100

HSC Engineering Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Experimentation Engineer's Report	Semester One Review	Trial HSC Examination	Engineering Report	
	Term 4 (2019) Week 8	Term 1 Week 11	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H2.1, 3.1, 5.2, 6.2	Outcomes Assessed H1.1, 3.1, 4.1, 6.1	Outcomes Assessed H1.2, 3.1, 3.3, 4.2, 4.3	Outcomes Assessed H2.2, 3.2, 5.1	
Knowledge and understanding of course content	10	15	25	10	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	5	15	40
Total %	25	20	30	25	100

HSC English Advanced 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p>HSC Style “Paper 1” Sections 1 and 2 (seen material)</p> <p>Common Module: 25% Texts and Human Experiences</p>	<p>Multimodal Presentation</p> <p>Module A: 20% Textual Conversations</p>	<p>Trial HSC Examination:</p> <p>Common Module: 5% Mod A: 5% Mod C: 20%</p> <p>Note: Mod C – not accessed in this task</p>	<p>Prepared Response</p> <p>Module C: 25% Craft of Writing</p>	
	Term 4 (2019) Week 9	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 6 - Tues	
	<p>Outcomes Assessed</p> <p>EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8</p>	<p>Outcomes Assessed</p> <p>EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9</p>	<p>Outcomes Assessed</p> <p>EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8</p>	<p>Outcomes Assessed</p> <p>EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-9</p>	
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	30	25	100

HSC English Extension 1 2020

Component	Task 1	Task 2	Task 3	Weighting %
	Term 4 (2019) Week 9	Term 1 Week 10	Trial HSC Examination Term 2 Week 8/9	
	Outcomes Assessed EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	Outcomes Assessed EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	Outcomes Assessed EE12-1 EE12-2 EE12-3 EE12-4	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

HSC English Standard 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	HSC style “Paper 1” Sections 1 and 2 (seen material) Common Module: 15% Texts and Human Experiences	Multimodal Presentation Module A: 20% Language, Identity and Culture	Trial HSC Examination Common Module: 10% Mod A: 10% Mod C: 10% Note: Mod B – not assessed in this task	Prepared Response Module B: 20% Close Study of Texts Mod C: 15% Craft of Writing	
	Term 4 (2019) Week 9	Term 1 Week 9	Term 2 Week 8/9	Term 3 Week 6	
	Outcomes Assessed EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	Outcomes Assessed EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	Outcomes Assessed EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8	Outcomes Assessed EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	15	20	50
Total %	15	20	30	35	100

HSC English Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Written Task Common Module: 20% Text and Human Experiences	Multimodal Module 2: 20% Part of the family – English and family life	Examination (during Trial HSC) Common Module: 10% Texts and Human Experiences Module 3: 10% The big screen – English in film-making	Portfolio Common Module: 5% Texts and Human Experiences Module 2: 5% Part of the family – English and family life Module 3: 10% The big screen – English in film making Module 4: 20% On the road – English and the experience of travel	
	Term 4 (2019) Week 9	Term 1 Week 9	Term 2 Week 8/9	Term 3 Week 6	
	Outcomes Assessed ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	Outcomes Assessed ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	Outcomes Assessed ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	Outcomes Assessed ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9 ES12-10	
Knowledge and understanding of course content	10	10	10	20	50
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	10	10	10	20	50
Total %	20	20	20	40	100

HSC Exploring Early Childhood 1 Unit 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Child Health and Safety Safety Report	Starting School and Children's Services Industry Exam	Children's Literature Creating a Children's Book	
	Term 4 (2019) Week 6	Term 2 Week 6	Term 3 Week 5	
	Outcomes Assessed 1.3 2.4 2.5 5.1 6.1	Outcomes Assessed 1.2 1.3 1.4 2.1 2.4 2.2 4.1 6.1 6.2	Outcomes Assessed 1.4 2.1 2.2 2.4 6.1	
Knowledge and Understanding	10	20	20	50
Skills	15	15	20	50
Total %	25	35	40	100

HSC Food Technology 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Case Study Australian Food Industry	Research and Practical Task Food Manufacture	Research and Practical Task Food Product Development	Trial HSC Examination	
	Term 4 (2019) Week 7	Term 1 Week 8	Term 2 Week 7	Term 2 Week 9/10	
	Outcomes Assessed H3.1	Outcomes Assessed H1.1, 4.2, 5.1	Outcomes Assessed H1.3, 4.1, 5.1	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 2.1	
Knowledge and understanding of course content		5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	20	5	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Total %	20	20	30	30	100

HSC French Beginners 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p>Response in French to spoken/visual texts/oral presentation</p> <p>Future plans</p>	<p>Response in English and French to written texts/article</p> <p>Past holidays</p>	<p>Response to written and spoken text/multimodal presentation with teacher Q & A</p> <p>Part time job, Pocket money</p>	Trial HSC Examination	
	Term 4 (2019) Week 5	Term 1 Week 8	Term 2 Week 6	Term 2 Week 9/10	
	<p>Outcomes Assessed</p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>Outcomes Assessed</p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3</p>	<p>Outcomes Assessed</p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<p>Outcomes Assessed</p> <p>2.1, 2.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4</p>	
Listening			30		30
Reading		15		15	30
Speaking	10		10		20
Writing		10		10	20
Total %	10	25	40	25	100

HSC History Extension 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Trial HSC Examination	Proposal/Process Log/Annotated Sources	Essay & Bibliography Realisation	
	Term 2 Week 9/10	Term 3 Week 1	Term 3 Week 1	
	Outcomes Assessed HE12-1 HE12-3 HE12-4	Outcomes Assessed HE12-1 HE12-2 HE12-4	Outcomes Assessed HE12-1 HE12-2 HE12-3 HE12-4	
Knowledge and understanding about significant historical ideas and processes	15	15	10	40
Skills in designing, undertaking and communicating historical and analysis	15	15	30	60
Total %	30	30	40	100

HSC Hospitality - VET 2020

	Modules	Assessment
Term 4 (2018)	<p>SITHIND002 – Source and use information of the hospitality industry</p> <p>SITHCCC005 – Produce dishes using basic methods of cookery</p> <p>SITHFAB005 – Prepare and serve espresso coffee</p>	<p>Task 7 – Written Test (MOC, S&U)</p> <p>Task 8 – Weekend Away Research Task</p> <p>Task 15 – Observation Feedback Sheet for coffee set-up</p> <p>Task 16 – Demonstration of coffee</p> <p>Task 17 – Coffee Trends and Technology</p> <p>Task 18 – Media File (minimum of 6 annotated articles)</p>
Term 1	<p>BSBWOR203 – Work effectively with others</p> <p>SITHCCC011 – Use cookery skills effectively</p> <p>SITHCCC005 – Produce dishes using basic methods of cookery</p>	<p>Task 9 – Practical Observation Feedback Sheet C (MOC)</p> <p>Task 10 – Budget/workflow/evaluation for Prac Exam</p>
Term 2	<p>BSBWOR203 – Work effectively with others</p> <p>SITHCCC011 – Use cookery skills effectively</p> <p>SITHCCC005 – Produce dishes using basic methods of cookery</p>	<p>Task 13 – Written Test (WE)</p> <p>Task 14 – Work Effectively Case Study</p> <p>Task 19 – Function Journal</p>
Term 3	<p>SITKINV002 – Maintain the quality of perishable items</p> <p>SITXFSA002 – Participate in safe food handling practices</p>	<p>Task 11 – Written Test (SFP, PI)</p> <p>Task 12 – HACCP Case Study</p>

HSC Industrial Technology – Timber Products and Furniture Technologies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Major Project Proposal Seminar	Industry Study In Class Essay	Trial HSC Examination	Major Project Realisation	
	Term 4 (2019) Week 6	Term 1 Week 8	Term 2 Week 9/10	Term 3 Week 1	
	Outcomes Assessed H1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	Outcomes Assessed H1.1, 1.2, 1.3, 4.3, 6.1, 6.2, 7.1, 7.2	Outcomes Assessed H1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 4.3, 6.1, 6.2, 7.1, 7.2	Outcomes Assessed H1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	
Knowledge and understanding of course content	10	10	10	10	40
Knowledge and skills in the design, management, communication and production of a Major Project	10	10	20	20	60
Total %	20	20	30	30	100

HSC Investigating Science 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Practical Investigation Module 5	Depth Study Critical Review Modules 5 & 6	Secondary Sourced Research Task Modules 6 & 7	Trial HSC Examination Modules 5 - 8	
	Term 4 (2019) Week 5	Term 1 Week 6	Term 2 Week 4	Term 2 Week 9/10	
	Outcomes Assessed INS11/12-3 INS11/12-4 INS11/12-5 INS12-7 INS12-12	Outcomes Assessed INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS12-7 INS12-13	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	5	10	5	20	40
Total %	20	30	20	30	100

HSC Legal Studies 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Scaffold Research Response	Crime MC Test (On Line)	Trial HSC Examination	Research In class component	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H1, 2, 3, 4, 5, 8, 9	Outcomes Assessed H1, 2, 6, 10	Outcomes Assessed H1, 2, 3, 4, 5, 6, 7, 9	Outcomes Assessed H1, 2, 3, 4, 5, 8, 9, 10	
Knowledge and understanding of course content	5	10	15	10	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10			10	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

HSC Marine Studies 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Field Report	Research and Practical Report	End of Year Examination	
	Term 4 (2019) Week 4	Term 2 Week 6	Term 3 Week 7	
	Outcomes Assessed 1.1, 2.3, 5.1, 5.2	Outcomes Assessed 2.1, 2.2, 3.2, 3.4, 5.3	Outcomes Assessed 1.2, 1.3, 1.4, 3.1, 3.3, 4.2, 5.2	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

HSC Mathematics 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	In-class Task	Investigation task	Trial HSC Examination	
	Term 4 (2019) Week 9	Term 1 Week 5	Term 2 Week 9	Term 3 Week 5	
	Outcomes Assessed MA12-2, MA12-4, MA12-9, MA12-10	Outcomes Assessed MA12-3, MA12-6, MA12-9, MA12-10	Outcomes Assessed MA12-3, MA12-7, MA12-9, MA12-10	Outcomes Assessed MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 MA12-9, MA12-10	
Component A Understanding, fluency and communication	10	10	15	15	50
Component B Problem-solving, reasoning and justification	5	15	15	15	50
Total %	15	25	30	30	100

HSC Mathematics Extension 1 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	In Class Task	Assignment Task	Trial HSC Examination	
	Term 4 (2019) Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5	
	Outcomes Assessed ME12 -2, ME12-6, ME12-7	Outcomes Assessed ME12-1, ME12 -2, ME12-3, ME12-7	Outcomes Assessed ME12 -2, ME12-4, ME12-6, ME12=7	Outcomes Assessed ME12-1, ME12 -2, ME12-3, ME12-4, ME12-5, ME12-6, ME12=7	
Component A Understanding, fluency and communication	10	10	15	15	50
Component B Problem-solving, reasoning and justification	5	15	15	15	50
Total %	15	25	30	30	100

HSC Mathematics Extension 2 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment	Investigative Assignment	Trial HSC Examination	
	Term 4 (2019) Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Week 5	
	Outcomes Assessed MEX12-1 MEX12-2 MEX12-4	Outcomes Assessed MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	Outcomes Assessed MEX12-1 MEX12-3 MEX12-7 MEX12-8	Outcomes Assessed MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-5, MEX12-6 MEX12-7, MEX12-8	
Component A Understanding, fluency and communication	10	10	15	15	50
Component B Problem-solving, reasoning and justification	5	15	15	15	50
Total %	15	25	30	30	100

HSC Mathematics Standard 1 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Investigation Task 1	Investigation Task 2	In Class Assessment	
	Term 4 (2019) Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 Week 7	
	Outcomes Assessed MS1-12-3 MS1-12-5 MS1-12-10	Outcomes Assessed MS1-12-2 MS1-12-5 MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-1 MS1-12-6 MS1-12-8	
Component A Understanding fluency and communication	10	10	10	20	50
Component B Problem solving, reasoning and justification	5	15	20	10	50
Total %	15	25	30	30	100

HSC Mathematics Standard 2 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Investigation Task 1	Trial HSC Examination	In Class Assessment	
	Term 4 (2019) Week 9	Term 1 Week 5	Term 2 Week 9/10	Term 3 Week 7	
	Outcomes Assessed MS1-12-3 MS1-12-5 MS1-12-6 MS1-12-10	Outcomes Assessed MS1-12-2 MS1-12-5 MS1-12-9 MS1-12-10	Outcomes Assessed MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-10	Outcomes Assessed MS1-12-7 MS1-12-8	
Component A Understanding fluency and communication	10	10	15	15	50
Component B Problem solving, reasoning and justification	5	15	15	15	50
Total %	15	25	30	30	100

HSC Modern History 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research/Source/ Presentation	Historical Analysis	Trial HSC Examination	Essay	
	Term 4 (2019) Week 8	Term 1 Week 8	Term 2 Week 9/10	Term 3 Week 6	
	Outcomes Assessed MH12-3, MH12-4, MH12-6, MH12-7	Outcomes Assessed MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	Outcomes Assessed MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	Outcomes Assessed MH12-1, MH12-3, MH12-4, MH12-8, MH12-9	
Knowledge and understanding of course content	5	5	20	10	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	10		5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	30	25	100

HSC Music 1 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Presentation of Performance Presentation of solo or ensemble performance	Composition Portfolio Composition portfolio work in progress with analysis of 2 selected works to demonstrate stylistic features and compositional techniques, and written reflection and appraisal of Topic 1 elective performance or composition or musicology	Trial HSC Examination Presentation and Submission: Elective Option for Topics 2 and 3 Presentation of performance and discussion on interpretation of performance and/or composition portfolio and discussion on compositional process and/or musicology outline and viva voce	Aural Task	
	Term 4 (2019) Week 8	Term 1 Week 6	Term 2 Week 9/10	Term 3 Week 3	
	Outcomes Assessed H1, H2	Outcomes Assessed H2, H3, H4, H5, H6, H7	Outcomes Assessed H1, H2, H3, H5, H5, H6, H7, H8 *	Outcomes Assessed H4, H6, H8	
Performance	10				10
Composition		10			10
Musicology		10			10
Aural				25	25
Electives		15	30		45
Total %	10	35	30	25	100

*** Teachers will select appropriate outcomes based on Elective options selected by each student.**

HSC Personal Development, Health and Physical Education 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Core One Extended Response	Sports Medicine Task	Trial HSC Examination	Training Methods Analysis	
	Term 4 (2019) Week 8	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H8, H13, H17	Outcomes Assessed H1–5, H15–16	Outcomes Assessed H1–5, H7–9	Outcomes Assessed H10-11	
Knowledge and understanding of course content	15	5	15	5	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total %	30	20	30	20	100

HSC Physics 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Practical Task Advanced Mechanics	Processing/Modelling Task Electromagnetism	Trial HSC Examination	Depth Study Literature Review and Investigation Nature of Light	
	Term 4 (2019) Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4	
	Outcomes Assessed PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	Outcomes Assessed PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	Outcomes Assessed PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	
Skills in working scientifically	15	20	10	15	60
Knowledge and understanding of course content	5	5	20	10	40
Total %	20	25	30	25	100

HSC Society and Culture 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research and Viva Voce Core – Continuity & Change	Creative News article /Magazine Core – Continuity & Change India, Study Case	Trial HSC Examination (Core + Depth Study 1 – Conformity & Non-Conformity)	Test Study 2 – Popular Culture	
	Term 4 (2019) Week 8	Term 1 Week 7	Term 2 Week 8/9	Term 3 Week 6	
	Outcomes Assessed H1, 5, 6, 8, 9, 10	Outcomes Assessed H1, 2, 3, 4, 5, 6, 7, 10	Outcomes Assessed H1, 2, 3, 4, 5, 6, 7, 10	Outcomes Assessed H6, 7, 8, 9, 10	
Knowledge and understanding of course content	10	10	20	10	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	30	20	100



HSC Software Design & Development 2020

Board Suggested Requirements					
Task Date	Project 1 (20%) Term 1, 2020 Week 2 Sunday 9th Feb 2020	Term 1, 2020 Week 10 Thursday 2nd April 2020	Project 2 (30%) Term 2, 2020 Week 7 Sunday 14 June 2020	Term 3, 2020 Week 3/4 <i>As per CSSA Timetable</i>	
Content Area	Various components	Development of Software Solutions Social & Ethical	Various components	All Topics inc Option Topic#	
Task Type	Practical Online Submission	Topic Test	Practical Online Submission	Written Exam	
Outcomes	H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.2, H2.2, H3.1, H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2	
Assessment Components	Task 1	Task 2	Task 3	Task 4	Weight
Knowledge and understanding about development and impact software solutions and the software development cycle		10		10	20
Design and development of software solutions	5	10	10	10	35
Project management techniques, including documentation, teamwork and communication	5		5	10	20
Project	10		15		25
Total Weighting	20	20	30	30	100

HSC Sport, Lifestyle and Recreation 1 Unit 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Sports Application Submission of workbook	Sports Administration Research task	Healthy Lifestyle Research task	
	Term 1 Week 5	Term 2 Week 6	Term 3 Week 5	
	Outcomes Assessed 1.1, 2.4, 3.2, 3.5, 3.7	Outcomes Assessed 1.6, 4.5	Outcomes Assessed 1.5, 2.3, 3.5, 4.3	
Knowledge and Understanding	15	15	20	50
Skills	15	20	15	50
Total %	30	35	35	100

HSC Studies of Religion 1 Unit 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Christianity Source Analysis	Christianity/Buddhism Trial HSC Examination	Religion in Australia Post 1945 Research/Report	
	Term 1 Week 4	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H1 H2 H6 H8 H9	Outcomes Assessed H1 H2 H4 H5 H6 H8 H9	Outcomes Assessed H1 H2 H4 H5 H6 H7 H8 H9	
Knowledge and understanding of course content	10	20	10	40
Source-based skills	10	10		20
Investigation and research			20	20
Communication of information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100

HSC Studies of Religion 2 Unit 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Christianity Source Analysis Folio	Buddhism Oral/Presentation	Trial HSC Examination	Religion and Peace Research/Report	
	Term 4 (2019) Week 7	Term 1 Week 5	Term 2 Week 9/10	Term 3 Week 5	
	Outcomes Assessed H1-9	Outcomes Assessed H1-6 H8-9	Outcomes Assessed H1-2 H4-9	Outcomes Assessed H1-2 H5 H8-9	
Knowledge and understanding of course content	5	5	20	10	40
Source-based skills	10		5	5	20
Investigation and research		10		10	20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

HSC Textiles and Design 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Written Task Project Proposal	Research Task Major Textiles Project	Research and Practical Task Major Textiles Project	Trial HSC Examination	
	Term 4 (2019) Week 7	Term 1 Week 5	Term 2 Week 9	Term 2 Week 9/10	
	Outcomes Assessed H1.1, 1.2, 6.1	Outcomes Assessed H2.1, 2.3, 3.1, 4.2	Outcomes Assessed H2.1, 2.3, 3.1, 4.2	Outcomes Assessed H1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1	
Knowledge and understanding of course content	10	5	5	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	10	15	25		50
Total %	20	20	30	30	100

HSC Visual Arts 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p>Development of the Body of Work</p> <p>VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice</p>	<p>Written Task:</p> <p>In class essay Explanation of the roles and relationships between the agencies in the conceptual framework through exhibition artists and artworks</p>	<p>Trial HSC Examination</p> <p>Written response Art practice, criticism and history</p>	<p>Resolving the Body of Work</p> <p>Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice</p>	
	<p>Term 4 (2019) Week 8</p>	<p>Term 1 Week 9</p>	<p>Term 2 Week 9/10</p>	<p>Term 3 Week 3</p>	
	<p>Outcomes Assessed</p> <p>H1 H3 H4</p>	<p>Outcomes Assessed</p> <p>H7 H8 H10</p>	<p>Outcomes Assessed</p> <p>H7 H8 H9</p>	<p>Outcomes Assessed</p> <p>H1 H2 H4 H6</p>	
Artmaking	20			30	50
Art criticism and art history		20	30		50
Total %	20	20	30	30	100

HSC Visual Design 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Module 1 Product Design	Module 2 Wearable Design: Jewellery	Module 3 Exam	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	
	Outcomes Assessed DM 1, 2, 3, 4, 5, 6 CHI 1, 2, 3, 4, 5	Outcomes Assessed M 2, 3, 4, 5, 6 CHI 1, 2, 4, 5	Outcomes Assessed DM 1, 2, 3, 4, 5 CH 1, 2, 3, 4, 5	
Designing and making	25	25	20	70
Critical and historical studies	15	10 Design Folio	5 Design Folio	30
Total %	40	35	25	100